

Ohio Academy of History Newsletter

Winter 1996

OHIO ACADEMY OF HISTORY NEWSLETTER

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PERSPECTIVES

At the Executive Council 4 October 1991, it was agreed the "Winter issue [of the Newsletter] be devoted to various topics of interest. Due to the serious nature of and timeliness of the current crisis in graduate education in history in Ohio, this Newsletter edition with focus on information relative to the recent Ohio Board of Regents decision in November 1995 to eliminate subsidy for all doctoral programs in the state, except for those at Ohio University and Ohio State University. I am especially grateful to Professor David M. Fahey at Miami University for supplying me with invaluable information on this matter.

Background

Over a year ago now, the Ohio Board of Regents established review panels to examine nine fields of study at the Ph.D. level in Ohio Universities - computer sciences, psychology, history, biological/biomedical sciences, business, chemistry, educational administration, English, and physics. Computer science, psychology, and history were selected as the first three programs to undergo the review.

The panels were directed to root out duplication of effort and those programs evaluated as unnecessary. It was asserted that appropriate cuts could save up to two million dollars over the next five year period, and that such savings would, in fact, go to other programs at state colleges.

The regents set December 1, 1995 as of the date on which they would determine the fate of state funding for computer sciences, psychology, and history. Further recommendations on the other six disciplines are projected for February of 1996.

Universities offering history Ph.D.'s include the following: Bowling Green State; Kent State; Miami (Oxford); Akron; Cincinnati; Ohio; Ohio State; and Toledo. All but Ohio State and Ohio University were expected to lose state funding. The six remaining could continue to offer the Ph.D. in history, but it is believed the programs will fold as the state monies are eliminated. The six universities in question currently enroll about 140 full-time students. Should the regents opt to cease funding the program, the universities in question could qualify for some of the \$1.5 million set aside by the state as an incentive for voluntary action. These monies could be invested in other university programs.

While doctoral candidates constitute only three percent of university enrollments, they are the fastest growing. They are also the state's most expensive in terms of tuition and annual state subsidy - up to \$15,000 per student.

During the last five years, state wide enrollment in doctoral programs grew by forty percent. Enrollment in all college programs grew by only three percent over the same period of time. At the same time, doctoral education consumed almost sixty percent of all the new money added to the state subsidy for higher education - \$53.1 million out of \$92.3 million.

Responding to such rapid changes, in 1993 regents imposed a moratorium on the establishment of any new doctoral programs at any of the state's universities and capped enrollment in all doctoral programs for the current school year.

Report to The Ohio Board of Regents on History Doctoral Programs at Six Universities

**Vice Chancellor E. Garrison Walters
December 1, 1995**

Responsibility of the Review Panel in History

Note that this Panel, which included experts in History from around the nation, was charged to consider the effectiveness of programs in Ohio in the national context of the discipline. The Panel was not asked to consider issues beyond History and it did not attempt to do so.

Responsibility of the Committee on State Investment

This Committee was created specifically because we were concerned about the necessarily limited scope of the disciplinary panels. The review panels would give us valid perspective on the quality and effectiveness of individual programs, but could not address the question of overall need for programs, except in a very limited way. In other words, a series of independent reviews, focused on one academic area at a time, could not provide advice on the fundamental problem of unnecessary duplication. The Committee on State Investment was born out of this concern for a statewide, multi-disciplinary investment perspective.

Summary of History Panel Findings

Concerns about four key areas:

- 1) Faculty scholarship;
- 2) Student qualifications;
- 3) Placement of graduates; and
- 4) Local/regional need.

Recommendations of the History Panel

Support two programs: one limited, one comprehensive;

Review three programs (four universities) in three years for viability;
Do not fund others.

Summary of Committee on State Investment Recommendations

Agreed with the Panel that the appropriate placement for doctoral graduates in history is in four year colleges and universities.

Found no persuasive argument that market conditions are likely to improve in either the short or long term.

Accepted assessment that programs were not competitive nationally.

Agreed that there was no local/regional need for doctoral programs in History.

Additional points on the national marketplace for History Doctorates

Article entitled "Bleak Outlook for Academic History Jobs" (AHA Newsletter, April, 1993)

"It now seems unlikely that we will enjoy the predicted boom in jobs for new historians."

50 percent drop in graduate enrollments after collapse of the job market in the early 1970s.

Did not lead to a suspension of many Ph.D. programs, just a reduction in size:

"Older and higher quality graduate programs were most responsive to market shifts, with an over 50 percent drop in enrollment."

"The lower quality programs, many new and marginal in size, were less responsive to market trends, and produced a larger share of a declining number of Ph.D.s by the eighties."

History has the highest attrition rate and the longest completion time (8+ registered years) of all disciplines.

"Will there be enough jobs? That depends on what one means by enough. I doubt we will have jobs for every Ph.D."

The author, Paul Conklin, is a Distinguished Professor at Vanderbilt and a member of the AHA's Professional Division.

Data on the placement of Ohio Graduates (six universities)

Placements by category:

All four year colleges and universities - 28.3%

Doctoral universities - 6.6%

Comprehensive- 14.1%

High school - 5.4%

Temporary employment (including part-time) - 25%

Seeking/unknown - 5.4%

Two-year- 7.6%

Own - 5.4%

Related - 7.6%

Not related - 1.3%

Foreign - 2.2%

Committee Recommendation

Support two programs only -

Not a rejection of Panel — different public policy conclusion. The Committee believes that Ohio's universities should be encouraged not to make additional resource investments in History doctoral program because there is little prospect that the investment will be successful for the student or for the public.

University Responses

Two universities, the University of Akron and Miami University have indicated that they will not enroll new doctoral students. Four universities have appealed the recommendation of the Committee on State Investment, citing especially the following key concerns:

Local/regional access is important.

Panel recommendations should not be overruled.

Negative message on collaboration.

Good faculty will be denied access to doctoral students.

Staff Recommendation:

Accept views of the Committee on State Investment. By comparison to other programs -

Programs have not been successful in placing graduates;

No local/regional need with rising state investment;

FTEs for these six up 48% from 88-90 to 93-95.

Highly competitive environment; little prospect for success.

NRC Study of Doctoral Universities

All six history programs ranked in the bottom third of 111 programs nationally on the basis of quality. In descending order:

79.5 ("adequate")

84.5 ("adequate")

86 ("adequate" — borderline)

95 ("marginal")

97 ("marginal")

(not ranked — not enough graduates).

Conclusion:

Public investment in History doctorates is significant. There are higher priorities for available public support.

Regents Scale Back State Investment in Ph.D. History Programs

The Ohio Board of Regents recently took action that will significantly reduce the amount of state support that Ohio provides for Ph.D. programs in history. The University of Akron and Miami University withdrew their programs, and the regents voted to withhold state support for any new Ph.D. students in History at Bowling Green State University, The University of Cincinnati, Kent State University, and the University of Toledo. Currently enrolled students will be funded through the degree completion or until they reach the maximum number of hours the state will fund. The Regents expect that this action will free up about \$1.5 to \$2 million annually in the pool of state dollars earmarked to support instruction at Ohio's college and universities. The Regents also approved continued funding for a comprehensive Ph.D. program in history at Ohio State University and for a focused program in contemporary history at Ohio University.

Regents Chancellor Elaine H. Hairston noted that the decision was based on limited resources in the state and that the decision was difficult. She said, "In this instance, we believe Ohio can make greater progress toward meeting its need for a broad range of higher education services by re-directing the state resources that formerly supported these particular programs to academic program areas of greater strength and to higher-level priorities for statewide service delivery. This action in no way diminishes the capacity of a university to set its own priorities for the use of its internal resources."

In making its decision, the Regents considered recommendations from two independent advisory groups. An External Panel of distinguished historians from colleges and universities outside Ohio said that some of the six programs under question had the potential to become viable and recommended three years of continued state funding, during which time the affected universities would be expected to significantly strengthen and focus their history programs. The Committee on State Investment, which is included business and civic leaders from Ohio, noted that the job market for Ph.D. historians was very weak and the performance record of job placement by the history departments was not high enough to warrant continued funding. The State Investment Committee concluded that the Ph.D. history programs be discontinued, and the Regents followed that committee's recommendation.

When analyzing the job market for historians, the committees did not take into account the fact that historians often work in public history fields and that some of the graduating Ph.D. historians from the universities in question had found employment in public history areas such as historical societies. The committees only counted Ph.D. historians who had been hired by university history departments with graduate programs. Why the committees did not view public history as viable has been questioned by many people from around the state and should be a question of concern among all involved in state and local history.

Statewide reviews of Ph.D. programs in six additional academic fields will begin now that the examination of the history departments has concluded. These fields include biological/biomedical sciences, business, chemistry, educational administration, English, and physics.

Regents scale back state investment in Ph.D. programs Columbus, Ohio

The Ohio Board of Regents today took action that will significantly reduce the amount of state support that Ohio provides for Ph.D. programs in history. The Regents accepted the decisions of the University of Akron and Miami University to no longer admit new doctoral students in history, and voted to withhold state support from any new Ph.D. students in history at Bowling Green State University, the University of Cincinnati, Kent State University, and the University of Toledo. When fully phased in (currently enrolled students will be funded through degree completion or until they reach the maximum number of hours the state will fund), the Regents expect these actions to free up about \$1.5-\$2 million annually in the pool of state tax dollars earmarked to support instruction at Ohio's public colleges and universities. Combined with recent board approval (November 17) of continued funding for a comprehensive Ph.D. program in history at Ohio State University and for a focused program in contemporary history at Ohio University, the Regents believe today's actions will bring Ohio's investment in Ph.D.-level instruction in history to an appropriate level, relative to state needs and priorities.

"Today's decisions exemplify the difficult and often painful choices that limited resources require," said Regents Chancellor Elaine H. Hairston. "In this instance, we believe Ohio can make greater progress toward meeting its need for a broad range of higher education services by re-directing the state resources that formerly supported these particular programs to academic program areas of greater strength and to higher-level priorities for statewide service delivery. This action in no way diminishes the capacity of a university to set its own priorities for the use of its internal resources."

Today's action responds to the first set of recommendations resulting from a review of state university Ph.D. programs in nine academic fields. The Regents considered recommendations from two independent advisory groups before taking today's action:

An external panel of distinguished historians from colleges and universities outside Ohio examined self-studies submitted by each of the state's eight public universities authorized to offer the Ph.D. in history. Their charge was to assess the effectiveness of Ohio's programs relative to Ohio's standards of viability as well as pertinent national standards and issues unique to the field of history. The principal findings of the external panel can be summarized as follows:

The market for the services of university faculty/scholars in the field of history (i.e., for historians trained at the Ph.D. level/for Ph.D.'s in history) is very weak, and the performance record of Ohio's public universities in that market is cause for concern. The capacity of a History Department to provide high-quality undergraduate instruction and important regional activities is not dependent on its ability to offer the Ph.D. degree.

None of the six programs in question can be described as nationally competitive, and none could reasonably expect to advance without a very significant investment of additional resources.

The external panel nevertheless felt that some of the six programs had the potential to become viable, and recommended three years of continued state funding for those programs, during which time the affected universities would be expected to significantly strengthen and focus their programs. The external panel recommended that state funding not be continued beyond the three year period unless the programs could provide evidence of significantly increased strength and performance.

The committee on state investment has a broader perspective and charge, its members include business and civic leaders from Ohio and nationally known higher education leaders from outside the state. Part of its role in the statewide review process is to connect what would otherwise be a series of concurrent but unrelated discipline-based reviews to the "bigger picture," and offer advice on the question of how Ohio can use its investment in doctoral education across many disciplines to the state's best advantage. With regard to history, the state investment committee:

- accepted the major findings of the external panel noted above.
- reached a different conclusion about the implications of these findings for continued state funding.
- The committee on state investment concluded that neither continued nor additional investment in any of these six programs would represent the best use of the limited resources Ohio directs to the support of doctoral education.

"The regents found the policy recommendation of the committee on state investment to be compelling," said Regents Chairman Paul M. Dutton. "Public higher education exists in an environment of constrained resources. In such an environment, there is no such thing as an unlimited capacity for investment. Rather, there is a responsibility to balance and focus the state's investment to provide the greatest possible benefit, re-directing existing resources if necessary to achieve that result. The decision to withdraw state support from these Ph.D. programs responds to a call for greater accountability in the use of state funds," said Regents Chairman Paul M. Dutton.

"This action should not be read to suggest that Ph.D. programs in history have no value to Ohio, or that all faculty in these six programs have not performed well, or that the value of doctoral-level study is strictly a function of the marketplace — whether broadly or narrowly-defined," said Chancellor Hairston. "The doctoral programs in history which the state will continue to support should be more than sufficient to sustain Ohio's contribution to training future generations of scholars in the discipline of history. The matter comes into even sharper focus when you consider that it costs Ohio roughly \$75,000 to produce a Ph.D. graduate in history, and when you consider the alternative uses state colleges and universities have for the \$1.5 - \$2 million that this Regents' action will eventually make available annually."

The Governor and the Ohio General Assembly directed the Regents to carry out a statewide review of doctoral programs when the budget for FY94-FY95 was approved. At the same time, legislation was enacted to give the Regents authority to remove state support from (but not eliminate) Ph.D. programs if they found unnecessary duplication or programs that were not viable. Both actions were prompted by concerns about funding and resource utilization in a constrained environment.

Statewide reviews of Ph.D. programs in six additional academic fields—biological/biomedical sciences, business, chemistry, educational administration, English and physics—remain in progress.

After taking action to conclude the statewide review of doctoral programs in history, the Regents heard status reports on three other matters:

The new process for developing capital budget recommendations for higher education. The process is currently guiding the ongoing formulation of a statewide capital spending proposal for FY97-FY99. The Regents will be considering a specific statewide capital proposal at their December 15 meeting. The ongoing development of a new information system: the Board of Regents Information System. BORIS will replace the Regents 30-year-old uniform information system as the source of statewide data about public higher education, and is expected to produce vast improvements in the amount, level and accessibility of data.

Relative to the thread of advising students to pursue history as a field, and the "rewards", the following is offered, for those of you wanting some pertinent "facts". Oklahoma State University publishes an annual salary study for the National Association of State Universities and land-grant colleges. Responses in 1994-95 were received from 87 of the 93 institutions who offer at least 5 Ph.D. programs. Some results for you to mull over: Average starting salary for new assistant professors in 1994-95:

History, \$34,199
 Economics, \$47,386
 Communication, \$35,764
 Computer & Information Science, \$49,405
 Education, General \$36,406
 Chemical Engineering, \$47,893
 Spanish Language & Literature, \$34,192
 Food & Nutrition, \$39,932
 Law, \$61,584
 English Language & Literature, \$33,268
 Biology, \$38,441
 Zoology, \$38,391
 Mathematics, \$38,019
 Philosophy, \$35,090
 Chemistry, \$38,965
 Physics, \$40,230
 Psychology, \$37,903
 Social Work, \$37,649
 Anthropology, \$34,076
 Political Science, \$36,504
 Music, \$31,678
 Business Administration & Management, \$57,281
 Accounting, \$59,672
 Finance, \$69,288
 Business Administration & Management, \$61,866
 Nursing, RN Training, \$39,358
 For 2,183 new Assistant Professors, \$39,708

Regional averages vary slightly, the above are nation-wide averages, the Northeast averages slightly above the other regions, with the West slightly lower, and the Southeast and Mid-west comparable and in between. These are nine-month full-time salaries for persons hired as new assistant profs at the one or two primary universities in each state. Every state except Minnesota, Hawaii, and New Jersey are represented

in the survey. Rutgers has the highest average faculty salaries of public universities in the nation, so inclusion of that school would only increase the averages.

EDITOR'S NOTES

My apologies for two proofreading errors in the Fall edition of the Newsletter as they relate to committee members. Please note, therefore, that Zane Miller of the University of Cincinnati, Thomas Maroukis of Capital University, and George Vascik of Miami University, Chair, constitute the OAH Dissertation Committee. Professor Lyle McGesch of Ohio University was inadvertently included in place of Professor Miller. In addition, R. Vladimir Steffel's name was not included on the Publication's Committee.

By now I am sure most of you are well aware of an issue brought to your attention in this column earlier on - the fate of history Ph.D. programs in our state. It is difficult to find an appropriate way to respond to the grim news regarding the action of the Ohio Board of Regents. My own sense of loss is particularly acute having earned my degree at one of the institutions in question - Kent State University. If the caliber of education I received there with the likes of Robert P. Swierenga, August Meier, Laurence Kaplan, John T. Hubbell, Felix, K. Ekechi and the late Alfred Levin, to mention only a few is comparable to the other universities in question (as I am sure it is), a terrible disservice has been done to education and to the citizens of this great state.

That loss was also eloquently expressed in the following letter by Samuel C. Chu:

18 November 1995

Mr. Robert Smith, Editor
 THE COLUMBUS DISPATCH
 34 South Third Street
 Columbus, OH 43215

Dear Editor Smith:

I am writing in response to the shocking news item on the front page of this morning's DISPATCH: "History doctorates may be thing of past." On behalf of Ohio historians, we request that this letter be published in your Letters to the Editor section.

The excessive action of the Ohio Board of Regents is uncalled for. By cutting funding to the doctoral programs at both the University of Akron and Kent State University, History graduate students who must reside in northeast Ohio are deprived of doing doctoral work. Similarly, the cuts at both Bowling Green and Toledo in northwest Ohio, and at both Cincinnati and Miami in southwest Ohio, do similar disservice to History graduate students in those parts of the state. The Regents' decision came in spite of honest and difficult efforts made by several of these neighboring universities to reduce by merging their doctoral programs. In short, we accept the necessity for cutting some History doctoral programs, but the unusual severity of the decision, we believe, is unwarranted.

We in central and southeastern Ohio take little comfort in the argument that Ohio graduate students can still receive their doctorate at Ohio University and Ohio State University. The severity of the program cuts statewide is a symptom of the thinking that advanced work in History is less important in the education of Ohio citizens in the twenty-first century. As we enter an age when science and technology rightly take center stage, we need more, not less, scientists and engineers who have the historical perspective, in order to make policy decisions which will affect all of us.

We urge all concerned citizens to express their views to their elected officials on this important matter.

Sincerely,
Samuel C. Chu
President, Ohio Academy of History

AROUND AND ABOUT THE PROFESSION

Rebecca Wanzo, a Miami junior from Dayton, has been awarded a Lloyd O. Brown Undergraduate Research Assistantship.

For her project, Wanzo plans to identify oral and literary works that in the course of American history have been called "voices of their generation" and to analyze the legitimacy of such labels. She expects the project to result in five to seven papers. Andrew Cayton (history) is serving as her adviser.

In his letter of support to the proposal committee, Cayton called Wanzo "one of two or three most promising of the thousands of student I have had in class. In 15 years of teaching at the university level, I have never known a more inquisitive or erudite student."

Wanzo is a part of STARS (Student Achievement in Research and Scholarship) a statewide faculty mentoring program for high ability undergraduate minority students preparing themselves for graduate school and ultimately, for academic careers. The mission of STARS is to increase minority representation in Ohio's college faculties. Including Wanzo, there are 15 STARS students at Miami.

Her assistantship award is \$2,600. Wanzo is majoring in English literature and history.

The Ohio Board of Regents created the Lloyd O. Brown scholarship, in honor of the late judge and former regent. The scholarship is awarded annually to a STARS student who demonstrates a commitment to excellence and academic achievement.

The Gallia County Historical/ Genealogical Society has been sponsoring "History Day" in Gallia County since 1981. Since then the group has encouraged students and teachers in county, city, and private schools of Gallia County to submit Ohio History Day entries and has helped with funds to send students to state and national competitions.

Gallia County may well have the strongest program in the state of Ohio. Much to the envy of other Ohio students and teachers, Gallia County is always well represented in Columbus where state judging takes place and in Washington, D.C., for the national History Day event. Gallia County students generally do quite well in state and national competition.

This year seventh grade Gallia Academy High School students—shown on page on performed "The Wasp: We Sting Like a Bee" in the group performance category and won second place at the national level.

The Gallia County Historical/ Genealogical Society again sponsored participants with partial reimbursement of the students' meals and overnight stays. Since 1981, the Society has spent more than \$13,000 supporting Ohio History Day competitors.

The Ohio Historical Society coordinates Ohio History Day, working with district representatives and setting up the state competition. The theme for the 1996 program is "Taking a Stand in History," which focuses on change and the people and forces that effect change. If your historical society would like to be more involved with Ohio History Day, contact Linda Logan at the Ohio Historical Society to get the address and telephone number of your district representative. She can be reached at Ohio History Day, State House, 62 E. Broad Street, Mezzanine Level, Columbus, Ohio 43062, (614) 7 2697.

Western Mich Univ.

COLLEGE TEACHING AND LECTURE PREPARATION

HIST 698 3 cr hrs Dr.. Fixico

COURSE DESCRIPTION: This course will help train professional historians to teach, lecture, profess concepts, present papers, write research or project proposals, and to generally prepare you for academia and/or public history. It involves evaluating teaching materials, preparing lectures, including discussing the problems of minorities and women, ethics, multi-cultural curriculum, critical thinking, job interviewing, delivering professional papers, teaching students of various backgrounds, and working with historical societies, communities, and the general public. The course also includes how to deal with plagiarism in the classroom, developing course syllabi, exams, teaching difficult students, and how to keep your sanity while doing all of these things.

ASSIGNMENTS AND GRADING: In addition to reading and discussing the texts and materials for this course, oral presentations of lectures and job interviews (videotaped) will be an important part of the course. You will be asked to lead the seminar at least once during the last three class meetings. Grades will also include a series of 5 short essays (3-4 pages each); writing a research grant proposal or description/proposal for a historical exhibit of 5-8 pages with supportive documents (this assignment equals 3 short essay grades). You may select a research (dissertation or project) topic for your grant proposal or write a description for arranging an exhibit for a museum or historical society. One half of your grade will consist of preparing a history survey course with lectures, including a syllabus, with two exams (using this winter term as a model for dates) this means preparing two lectures. To discourage late assignments, a grade reduction occurs of a grade level for each day, ex: A = B/A (one day late).

Oral presentations (lectures & job interviews)	25 percent
Short papers & grant proposal or exhibit	25 percent
Preparation of history survey course	50 percent

A Teaching Portfolio is to be developed for your own future needs. It should consist of your curriculum vita, and 1.) a 2-page, single-spaced statement on your teaching philosophy; 2.) list of courses you have taught or can teach; 3.) list of courses you would like to develop, (undergraduate and graduate); 4.) copies of course syllabi; 5.) list of courses and professors you have taken; and 6.) samples of teaching evaluations, (if available).

TEXTBOOKS:

Robert Blackey, ed., *History Anew, Innovations in the Teaching of History Today* (Long Beach: The University Press, 1993).
Margaret Morganroth Gullette, ed., *The Art of Craft of Teaching* (Cambridge: Harvard University Press, 1982).
Melanie Gustafson, ed., *Becoming a Historian, A Survival Manual for Women and Men* (Washington, D.C.: AHA, 1991).
Selection of Readings.
One blank Videotape.

SEMINAR WEEKLY TOPICS

Jan 4 "Inside the Ivory Tower and Lecture Preparation"

1. Introduction and Assignments.
2. Infrastructure, Ethics and Job Description.

READ: Blackey Chs 1, 2; Gullette Intro; Gustafson Ch 1.

Jan 11 "Teaching Teaching Assistants: The Chain of Command"

1. Responsibilities & Ethics.

2. Helping the Professor.

DUE: Draft of Your Course Syllabus. Copy of your Vita.**READ:** Gullette Ch 9; Gustafson Ch 5.**Video Taping**—Introducing your course 10 mins.

Jan 18 "Communication & Pedagogy: Undergrads (Male, Female, Minorities) and Discussion of the Vitae"

1. Intellectual Dialogue & Learning Atmosphere.

2. Assignments: In Class and Outside.

DUE: 1st Short Essay "First Day of Class."**READ:** Blackey Ch 6; Gullette Chs 1, 2.**Video Taping**—Introducing your course 10 mins.

Jan 25 "Preparation of Lectures & Time Management"

1. Emphasis on Organization.

2. Bibliographies, History Journals & Preparing Lectures.

DUE: 2nd Short Essay "Your Teaching Philosophy."**READ:** Blackey Ch 7; Gullette Ch 3.**Video Taping**—Lecturing 10 mins.

Feb 1 "Teaching: Seminars & Graduate Students and Choosing Textbooks"

1. Teaching versus Lecturing; and Stressing Analysis.

2. Professing Historical Questions & Interpreting History.

DUE: 3rd Short Essay "Textbooks Selections."**READ:** Blackey Ch 5; Gullette Ch 4.**Video Taping**—Lecturing 10 mins.

Feb 8 "Teaching and Lecturing: Pedagogy of Large Classes"

1. Establishing Control, Discussion Sections and TA's.

2. Orchestration and Extrovertedness.

DUE: 1 page abstract on research grant proposal or museum exhibit.**READ:** Blackey Ch 9; Gullette Ch 5.

Feb 15 "Lecturing and Teaching - Techniques & Survey Courses"

1. Leading the Audience & Using External Examples.

2. Knowing your strengths & Thinking on Your Feet.

READ: Blackey Chs 10, 11; Gullette Ch 6.**Video Taping**—Large Class Lecturing 15 mins.

Feb 22 "Computers, Visual Aids, Equipment and Film History & Handling Emergencies in the Classroom"

1. Health Emergencies & Unexpected Problems.

2. Familiarity with Media Centers.

READ: Blackey Chs 8, 9.**Video Taping**—Large Class Lecturing 15 mins.

Mar 1 "Spring Break"

Mar 8 "Ethics of Grading, Examinations, and Plagiarism"

1. Standards on Campus & Nationwide.

2. Evaluating Students and Their Work.

DUE: 4th Short Essay "Ethics of Grading & Kinds of Exams."**READ:** Blackey Chs 3, 4; Gullette Chs 7, 8.**Video Taping**—Paper Presentations 10 mins.

Mar 15 "Professional Presentations & Research Grant Applications"

1. Exposure, Visibility & Credibility.

2. Mistakes to Avoid & the Gender Issue.

READ: Gustafson Chs. 5, 13.**Video Taping**—Paper Presentations 10 mins.

Mar 22 "Ancient Debate of Research vs Teaching & Local History"

1. The research and teaching professor

2. Working with Historical Societies

DUE: 5th Short Essay "Research vs Teaching."**Video Taping**—Paper Presentations 10 mins.

Mar 29 "Interviewing From Both Sides of the Table & Public History"

1. Positive Impressions, Articulation and Dos & Don'ts

2. Careers as the Public Historian

DUE: Research Grant Proposal or Historical Exhibit Description (counts 3 short paper grades)**Video Taping**—Mock Job Interviews 15 mins.**READ:** Gustafson Chs. 6, 7, 8; Blackey Ch. 13.

Apr 5 "Advising Students: Undergrads & Graduate Students"

1. Listening and Listening Carefully.

2. Making Suggestions, Time, and Respecting Students.

Video Taping—Mock Job Interviews 15 mins.**READ:** Gustafson, Chs. 2, 3, 4.

Apr 12 "Colleague Support & Responsibilities of the Ph.D."

1. The New Professor and New Responsibilities.

2. Holding the Ph.D., Its meanings.

READ: Gustafson, Chs. 9, 11, 12, 14.**DUE:** "History Course Syllabus, Lectures & Exams"

"Turn in videotapes"

"Teaching Portfolio"

Apr 18-22 FINAL EXAMINATIONS WEEK (nothing due.)

ADDITIONAL READINGS

Jan 4: "The Syllabus and Teaching Portfolio"

Altman, Howard B. "Syllabus Shares 'What the Teacher Wants,'" pp. 45-46.

Rubin, Sharon. "Professors, Students, and the Syllabus," MEMO TO THE FACULTY, No. 21, Copyright 1987, THE CHRONICLE OF HIGHER EDUCATION, 2 pp.

"As You Plan for Your First Course," source? pp. 37.

Crosson, Jesse. "The Teaching Portfolio Guide," TEACHING ASSISTANT PROJECT, Rutgers University, 1993, 7 pps.

Seldin, Peter and Linda Annis, "The Teaching Portfolio," TEACHING EXCELLENCE, Vol. 3, No. 2, 1991-1992, 2 pps.

"The Teaching Portfolio," THE CHRONICLE OF HIGHER EDUCATION, Vol. 8, No. 8 (Winter 1990), pp. 13-17.

Shackelford, Ray. "General Guidelines for Preparing a Teaching Portfolio," TEACHING PORTFOLIOS: HOW TO USE THEM, 1992, pp. 4-8.

Watkins, Beverly T. "New Technique Tested to Evaluate College Teaching," THE CHRONICLE OF HIGHER EDUCATION, (May 16, 1990), pp. 11-12.

Jan 11: "Teaching Teaching Assistants: The Chain of Command"

Clarke John H. "Leading Classroom Discussions," The News, Faculty Development Services, WMU, Vol. 2, No. 5 (March 1993), p. 1.

Hartman, Scott T. and Jerry D. Feezel, WHAT'S ON TAP FOR ME AS A GRADUATE TA? Kent State University, Teaching Assistants Program, Karen Hartley, Editor, 4th ed, 1993-94, pp. 1, 2, 7, 8, 11-18, 21-24.

McKeachie, Wilbert. TEACHING TIPS, STRATEGIES, RESEARCH, AND THEORY FOR COLLEGE AND UNIVERSITY TEACHERS (Lexington: D.C. Heath, 1986), Ch. 23 pp. 239-250 and Ch. 24 pp. 251-261.

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Jan 18: "Communication: Undergrads (Male, Female, Minorities)"

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CLIO'S CORNER

Collegians Look at the Past

"Concert of Europe was literally a concert. Members of each country in Europe would come together and sing for peace and harmony throughout the land. Surprisingly it was successful."

FUNDING OPPORTUNITIES

The Western Reserve Historical Society announces the third Virginia P. and Richard F. Morgan Research Fellowship. This grant is a one-time stipend of \$500 to support research in pre-Civil War Ohio history.

Specifically, this fellowship is available to researchers who, as part of their study, use pre-Civil War literature—books, pamphlets, or broadsides—printed in Ohio. The focus may be, but is not limited to, bibliographical, historical synthesis, history of the book, publishing, and book illustration.

To date, more than 8,000 items dating prior to 1850 have been identified and located in Ohio libraries and selected national repositories. These include religious tracts, children's books, local histories, biographies, government documents, and guide books. More than half of all known pre-1850 Ohio imprints are available in the Library of The Western Reserve Historical Society! A copy of the bibliography of 8,000 imprints, in progress by Richard P. Morgan, is also available to researchers in the Library.

The Western Reserve Historical Society comprises one of the largest American history research collections in the Midwest. Its holdings include more than 235,000 volumes dealing with virtually every aspect of Ohio history, including architecture, education, exploration, farming, population, immigration, politics, religion, and transportation.

To apply for the Morgan Fellowship, send a letter describing the research project (being as specific as possible), how the grant will be used, one letter of recommendation, and a resume to:

Kermit J. Pike
Library Director
The Western Reserve Historical Society
10825 East Boulevard
Cleveland, OH 44106-1777

The deadline for applications is March 1, 1996. Announcement of the award will be made on or about March 15.

The Student Internship Program at The National Archives - Great Lakes Region

The National Archives and Records Administration is the federal agency responsible for preserving and making available for research the permanently valuable records of the U.S. Government. The National Archives—Great Lakes Region in Chicago, one of thirteen regional archives, is responsible for maintaining Federal records cre-

ated or received in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The holdings of the National Archives are an immense resource of unique documentation relating to many aspects of American history.

The National Archives—Great Lakes Region administers an archival internship program that introduces students to basic archival principles and their application to the varied holdings of the National Archives. This program can provide valuable work experience for students seeking future employment in archives, libraries, historical societies, academia, and other fields.

Student interns are assigned 160 hours of work in the traditional archival areas of reference, records arrangement, records description, preservation, and public programs, as well as general office administrative work. An attempt is made to make work assignments relate to the intern's own historical interests. An intern may attend at no charge any of the National Archives Great Lakes Region's public workshops offered during his or her internship. The National Archives cannot offer a salary or stipend to an intern, nor can it provide funding for transportation or living expenses. However, the National Archives is pleased to cooperate with an intern's academic institution should he or she desire to use this as an opportunity to earn academic credits.

To qualify, an applicant must (1) be an undergraduate or graduate student at an institution of higher learning, (2) be at least a half-time student as defined by the institution's regulations, and (3) have the intention of continuing to pursue a course of study or training after the internship. If accepted as an intern, the applicant and a representative of his or her academic institution will be asked to sign a Student Intern Services Agreement.

To apply, please submit (1) a letter describing your interest in becoming a student intern, (2) a resume, and (3) a letter of recommendation from a faculty member. Application materials should be submitted to Peter W. Bunce, Director, National Archives—Great Lakes Region, 7358 South Pulaski Road, Chicago, IL 60629. For more information or to arrange a tour of the National Archives—Great Lakes Region, please telephone Assistant Director Donald W. Jackanicz at (312) 581-7816.

Information about archival internships in other institutions may be available from the Society of American Archivists, Suite 504, 600 South Federal Street, Chicago, IL 60605, telephone (312) 922-0140.

Archivist Corner

Cincinnati Historical Society
Museum Center
Cincinnati Union Terminal
Cincinnati, Ohio 45203

Originally the Cincinnati Historical Society was founded as The Historical and Philosophical Society of Ohio and began operating in 1831. It was initially a non-profit organization. Today Society collects, preserves, and exhibits the history of metropolitan Cincinnati. As such it offers a wide range of educational programs, publications, and research services.

Now a part of a larger complex—The Museum Center—located in the delightfully restored Cincinnati Union Terminal, the Cincinnati Historical Society Library houses one of the most significant regional historical collections in the United States. Research collections included within are printed works relating to the cultural, political, economic, and social heritage of Greater Cincinnati since its founding over two hundred years ago. Specifically the collections include: diaries and accounts of early travelers and settlers; narratives of Indian captives; Cincinnati government documents; Civil War regimental histories; materials in the founding and settlement of the Territory; original copies of newspapers such as *The Sentinel of the North Western Territory* (1793); and, early maps of the eastern United States, Ohio, and the Northwest Territory.

Genealogical resources include: published family histories; state, county, and town histories of New England, the MidAtlantic states and Ohio; Cincinnati and Hamilton County directories; microfilm copies of the federal population census of Ohio (1820-1840~ and southwestern Ohio (1850-1920).

The Manuscripts and architectural records contain more than 940 major collections, thousands of smaller collections, and 40,000 drawings. Included, for example, are the blueprints and renderings documenting the history of more than fifty of the city's 19th and 20th century architectural firms, and papers of 20th century politicians Murray Sessongood, Charles P. Taft, II, and John B. Hollister. The Library also houses broad pictorial collections, which visually document the history of the Queen City. These include daguerreotypes, ambrotypes, tintypes, glass lantern slides, post cards, early and modern prints, glass and film negatives, and a large collection of slides. The CHS also has a Broadcast Archives of more than 3,000,000 feet of film. These films, videotapes, and sound recordings are of the people, places, and events that built the city of Cincinnati.

The Museum and Library are located in Downtown Cincinnati off I-75. Hours of operation for the Library are 12 noon-5 p.m. Monday-Friday; 9 a.m. to 5 p.m. Saturday; closed Sunday and Holidays. Museum hours are Monday through Saturday from 9 a.m. to 5 p.m.; Sunday from 11 a.m. to 6 p.m. Closed Thanksgiving and Christmas. Parking at the Museum Center is \$3.00. For further information call: (513) 287-7030.

FOR YOUR INFORMATION

NEW ACCESSIONS

The Mahoning Valley Historical Society recently received significant contributions of local historical collections.

The founders of the Jewish Archives of the Youngstown area Jewish Federation turned over their large and - well-organized materials on the Mahoning Valley's Jewish community to the Society. The collection was moved to the MVHS Archival Library in October, and the collections management staff are currently preparing the Jewish Archives to be available for research. This collection will be hugely important to MVHS in interpreting the history of Youngstown and the Valley.

The Youngstown Area Jewish Federation was founded in 1935 in order to address the social and cultural needs of the Valley's Jewish community and to pull together resources for those purposes. The Jewish Archives was founded by Lois Davidow, Irving E. Ozer and Charlotte Schwartz in 1985. It includes organizational, family, and community-related books, papers, records, photographs, and other related materials. The MVHS staff has been involved in the project for several years, providing technical information and assistance in organizing, cataloging, and properly storing the archives. To have it on site and accessible to research marks a marvelous milestone in our relationship with the Jewish Archives. Mrs. Davidow, Mr. Ozer, and Mrs. Schwartz have each promised to do what they can to volunteer for MVHS, continuing to work with the collection on which they put forth so much effort to build.

Another community group that donated its records is the Research Club. The club was founded in 1894 by a group of Youngstown women. Members chose topics, conducted their own research, and presented papers at club meetings on such subjects as "Ancient Gaul to Feudal France" (1896), "The Women's Century" (1904), "Rise of Feminism in Education" (1934). A century after its founding, the club voted to close its books. The collection allows insights into the interests and activities of women during a century of tremendous social change for them.

The Club formally transferred their materials to MVHS at a tea held in July at which Mrs. Robert Clevenger, Research Club president presented a short history of the Club including their mission and accom-

plishments. MVHS guide and Research Club member Dorothy Honey was instrumental in arranging for the donation of the collection.

Ohio Historical Society

Recent accessions of the Ohio Historical Society include office files (1971-1974) of Governor John Gilligan; director's files (1985-1990) of the Department of Mental of Health; registration files (1918-1922) of the Bureau of Motor Vehicles; deed records (1837-1977) of the Auditor of State; regimental rosters (1882-1898) of the Adjutant General; death of certificates (1937-1944) of the Department of Health; and general subject files (1970-1990) and environmental law case files (1972-1985) of the Attorney General.

Rutherford B. Hayes Presidential Center

Manuscript collections recently acquired by the Rutherford B. Hayes Presidential Center are being cataloged in RLIN (Research Libraries Network) through the Library of Congress. Manuscripts acquired in earlier years were listed in the NUCMC.

Edwards, Joseph, Family 1856-1898, including letters and documents of the Joseph Edwards family of Sandusky County and the Civil War correspondence of family members serving in the 3rd Ohio Cavalry and the 8th Ohio Volunteer Infantry.

Hetrick, John. Papers, 1862-1864, Civil War correspondence of Pvt. John Hetrick of the 72nd Ohio Volunteer Infantry.

Buckland, General Ralph P. Papers, 1862-1930, Civil War and post Civil War correspondence of Major General Ralph P. Buckland of the 72nd Ohio Volunteer Infantry.

Grob, Reinhard. Glass plate negatives, ca. 1903-1910, approximately 2800 formal studio portraits of Fremont and Sandusky County residents.

Hayes, Rutherford B. Letter, 1878, written by President Rutherford B. Hayes to Nicholas Longworth, encouraging Longworth to run for a seat in the First District of Cincinnati.

Dickinson, James A. Papers, 1863-1865, Sandusky County, Ohio sailor's daily record of his year's service in the Navy's Mississippi River Gunboat Squadron.

Parker, Andrew C. Papers, 1861-1865, Civil War correspondence and diary for the year 1865 of Sgt. Parker of the 41st Ohio Volunteer Infantry.

Scott, Lucy, Journal, 1879, daily record of experiences during a month's stay at the White House with cousin Lucy Webb Hayes, including descriptions of state dinners, Washington, D.C. social life, and of Mt. Vernon.

Dewey, Mildred McLean Hazen, Papers, 1896, including a handwritten memoir by Mildred McLean Hazen Dewey, daughter of *Cincinnati Enquirer* editor Washington McLean, describing her childhood, marriage to Civil War General William B. Hazen, and Washington, D.C. social life.

Et Cetera

Staff at the Ohio Historical Society are making significant headway in a multi-year initiative to catalog the State Archives of Ohio, having added more than seven hundred machine-readable bibliographic entries to the OCLC database since the project began last spring. Record series cataloged thus far include those created by the Adjutant General, the Attorney General, and the Auditor of State. A number of federal land office records, nineteenth century Ohio-related materials recently transferred from the auditor's office to the Ohio Historical Society, were also cataloged. Once added to the OCLC

database, bibliographic records describing the state archives are accessible to researchers using OhioLINK, the computer network linking the State Library of Ohio and the library systems of the state's universities and community colleges. Plans are for these records to be made available to a wider audience of Ohioans as OPLIN, SchoolNet, and other elements of the state's online information infrastructure are developed.

A major renovation of the reading room of the Ohio Historical Center is scheduled to begin in February and be completed by May. Although the center's library facilities are expected to remain open to the public while the rehab work is in progress, researchers planning to visit during these months are asked to call in advance.

The Preservation Department of the Ohio Historical Society is currently conserving a series of some forty-five thousand letters sent to the governor and adjutant general of Ohio during the Civil War. With the use of digital imaging equipment, staff have since converted several hundred of the items to electronic format. The department also filmed a number of Ohio militia records dating from 1805 to 1847 and a series of land office tract books covering the period 1797 to 1845. Using WINSLO, the State Library of Ohio server, the Archives/Library Division of the Ohio Historical Society recently established a home page on the World Wide Web (<http://winslo.ohio.gov/ohswww/ohshome.html>). Currently composed of some 250 screens of data, the home page provides researchers across the country with information on the division's programs, services, and collections.

Ohio Association of Historical Societies and Museums 1996 OAHSM Regional Meeting Schedule

Region 1	Hardin County Museums <i>Kenton</i>	March 16
Region 2	Richland County Museum <i>Lexington</i>	April 27
Region 3	Lake County Historical Society <i>Mentor</i>	April 20
Region 4	Wayne County Historical Society <i>Wooster</i>	March 30
Region 5	Pioneer and Historical Society of Muskingham County <i>Zanesville</i>	March 9
Region 6	Champaign County Historical Society <i>Urbana</i>	March 2
Region 7	Highland County Historical Society <i>Hillsboro</i>	March 23
Region 8	Ross County Historical Society <i>Chillicothe</i>	April 13

SYMPOSIA, WORKSHOPS, AND EXHIBITS

Rutherford B. Hayes Presidential Center

"Thomas Nast: The Art of Political Cartooning," an exhibit developed by the Rutherford B. Hayes Presidential Center from its holdings of over 200 original works, is currently on loan to the Lincoln Museum in Fort Wayne, Indiana. The exhibit opens at the newly-remodelled facility on February 12, 1996 and continues through April.

Oberlin College's Allen Memorial Art Museum between February 6 and March 26 to see *Beyond Belief*, an exhibition examining how Eastern European artists of the last decade have responded to the crumbling of belief systems in the wake of the demise of communism.

POTPOURRI

H-NET: HUMANITES ON-LINE

H-NET ANNOUNCES 70 SCHOLARLY LISTS FOR HUMANISTS & SOCIAL SCIENTISTS

The information revolution is bringing dramatic changes in the communications infrastructure worldwide, especially the internet system that links academics together in a fast, free and friendly environment. H-NET is an international initiative to assist scholars to go on-line, using their personal computers. We operate daily newsletters edited by some 140 scholars in North America, Europe, Africa, and the Pacific.

H-NET sponsors 70 electronic discussion groups or "lists" by and for professional scholars in the humanities and social sciences. Subscribers automatically receive messages in their computer mailboxes. These messages can be saved, discarded, downloaded to a PC, copied, printed out, or relayed to someone else. Best of all, the reader can immediately reply. The lists are E-mail newsletters that are published daily. There is currently no subscription charge or fee of any kind.

H-NET lists reach over 30,000 subscribers in 61 countries. Each list publishes 15-60 messages a week. Subscription applications are solicited from scholars, college professors, researchers, graduate students, librarians and archivists. Each list is edited by a team of scholars and has a board of editors; most of the lists are cosponsored by a professional society. The editors control the flow of messages, commission reviews, and reject flames and items unsuitable for a scholarly discussion group. They also control H-NET, which has financial support from the National Endowment for the Humanities, and is hosted by Michigan State University, The University of Illinois-Chicago, and several other schools.

The goals of H-NET lists are to enable scholars to easily communicate current research and teaching interests; to discuss new approaches, methods and tools of analysis; to share information on electronic databases; and to test new ideas and share comments on current historiography. H-NET was created to provide a positive, supportive, equalitarian environment for the friendly exchange of ideas and scholarly resources, the lists feature dialogues in the discipline. They commission original book and museum reviews, and post job announcements, syllabi, course outlines, class handouts, bibliographies, listings of new sources, guides to on-line library catalogs and internet resources, and reports on new software, datasets, CD-ROMs and World Wide Web sites. Regular reports from Washington cover developments that affect the humanities. Subscribers write in with questions, comments, and reports, and sometimes with mini-essays of a page or two. The logs of all messages are permanently saved and can easily be searched. Important items are permanently stored for easy access via Gopher and—soon—WWW.

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- 11. H-ASIA Asian Studies & History
- 12. H-CANADA Canadian History & Studies
- 13. H-CIVWAR U.S. Civil War
- 14. H-CLC Comparative Literature & Computing
- 15. H-DEMOG Demographic History
- 16. H-DIPLO Diplomatic History, International Affairs
- 17. H-ETHNIC Ethnic, Immigration & Emigration Studies
- 18. H-FILM Scholarly Studies & Uses of Media
- 19. H-GERMAN German History
- 20. H-GRAD For Graduate Students Only
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CALENDAR

Feb. 8-11 "Building Personal and Professional Competence in a Multicultural Society," a conference sponsored by the National MultiCultural Institute, will be held in Washington, D.C. For details, contact National MultiCultural Institute 3000 Connecticut Ave., NW, Ste. 438, Washington DC 20008-2556. (202) 483-0700. Fax (202) 483-5233.

Feb. 11-12 "Building History/Labor History: Toward an Interdisciplinary Dialogue," a symposium sponsored by the George Meany Memorial Archives and the University of Maryland, will be held at the Meany Archives, in Silver Spring, Md. For details, contact Mary Corbin Sies, Dept. of American Studies, University of Maryland, College Park, MD 20742. (301) 405-1361. E-mail: ms128@umail.umd.edu.

Feb. 18-20 American Council on Education's annual meeting will be held in San Diego. For details, contact American Council on Education, One Dupont Circle. Washington, DC 20036. (202) 939-9410.

The Wright State Department of History will host the twentieth annual Hueston Woods Conference of the Chairs and officers of history departments of Ohio's state-supported universities, 1-2 March 1996.

Mar. 1-3 The Program in Presidential Rhetoric annual conference will be held at Texas A & M University n College Station. For details, call Kurt Ritter, (409) 845-5500.

Mar. 9 The Western Campus of Cuyahoga Community College with partial financial support from the Organization of American Historians' Fund for American History and the Rockefeller Foundation will sponsor a one day workshop on Teaching the Natural History Standards. Contact Donna L. Van Rapphorst at (216) 987-5503 for complete details.

Mar. 13-16 "Urban Practitioners, Policymakers, and Scholars: Is There Common Ground?" is the theme of the Urban Affairs Association's annual meeting, to be held in New York City. For details, contact Mary Helen Callahan, Urban Affairs Association. University of Delaware, Newark, DE 19716-4706. (302) 831-1681. Fax (302) 831-3587.

Mar. 15-17 History and the Limits of Interpretation," an interdisciplinary symposium, will be held in Houston, Tex. For details, contact Center for the Study of Cultures, Rice University, 6100 S. Main, MS 42. Houston, TX 77251-1892. (713) 527-8750, ext. 2770. E-mail: culture@rice.edu.

Mar. 27-29 The National Social Science Association will hold its spring national meeting in Reno, Nev. *Call for proposals.* For details, contact National Social Science Association Reno Meeting, 2020 Hills Lake Dr., El Cajon, CA 92020-1018. (619) 448-4709. Fax: (619)258-7636.

Apr. 12-13 The annual New England Museum Association and Old Sturbridge Village Museum Archive Institute will be held in Sturbridge, Mass. The special topic for 1996 will focus on funding archives and adapting to institutional change. Registration fee. For details, contact Theresa Rini Percy, Research Library, Old Sturbridge Village, 1 Old Sturbridge Village Rd., Sturbridge, MA 01566. (508) 347-3362, ext. 203. TDD/TYY: (508) 347-5383. E-mail: bm.osc@rlg.stanford.edu.

Apr. 14-16 "Community-Based, World-Bound," Ohio Museums Association Annual Conference, Athens and Gallia Counties. Contact (614) 224-9660 for more information or a Conference Brochure.

Apr. 18-20 "Humans and Ecosystems before Global Development: Problems, Paradigms, and Prospects for Early Environmental History," an interdisciplinary colloquium, will be held at York University, in Toronto, Ontario. For details, contact Richard Hoffmann or Elinor Melville, Dept. of History, York University, 2140 Vari Hall, 4700 Keele St., North York, Ontario M3J 1P3, Canada. (416) 736-5123. Fax: (416) 736-5836.

Apr. 19-21 The Forum on European Expansion and Global Interaction will meet in Minneapolis. *Call for proposals.* Send proposals to Patricia Seed, Chair, Program Committee, Rice University, 6100 S. Main, Houston, TX 77005-1892.

Apr. 26 The Northeastern Ohio Consortium of Colleges and Universities for Celebrating National Women's History Month will host a program featuring Professor Ann Lane, University of Virginia in the Eastern Campus of Cuyahoga Community College. Contact Laura A. Blunk at (216) 987-2294 for details.

Apr. 27 The New England Association of Oral History will hold its spring meeting at the Dodd Center, University of Connecticut at Storrs. For details, contact John J. Fox, Executive Secretary, New England Association of Oral History, Dept. of History, Salem State College, Salem MA 01970. Fax (508) 777-4754. E-mail: jfox@mecn.mass.edu.

Plan Ahead

Spring Meeting
April 26-27, 1996

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Delaware, Ohio

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